

DOCUMENT RESUME

ED 401 179

SO 026 714

TITLE Conversations with Leaders in the Law. Law Day 1996:
 The U.S. Constitution, the Original American
 Dream.

INSTITUTION American Bar Association, Chicago, IL. Public
 Education Div.

PUB DATE 96

NOTE 21p.

AVAILABLE FROM Law Day Advisory Commission, American Bar
 Association, 541 N. Fairbanks Court, Chicago, IL
 60611-5032.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Citizen Participation; Citizen Role; *Citizenship
 Education; Civics; Civil Rights; *Constitutional Law;
 Elections; Elementary Secondary Education; *Law
 Related Education; *Lawyers; Social Studies; United
 States History

IDENTIFIERS American Bar Association; First Amendment; *Law Day;
 *United States Constitution

ABSTRACT

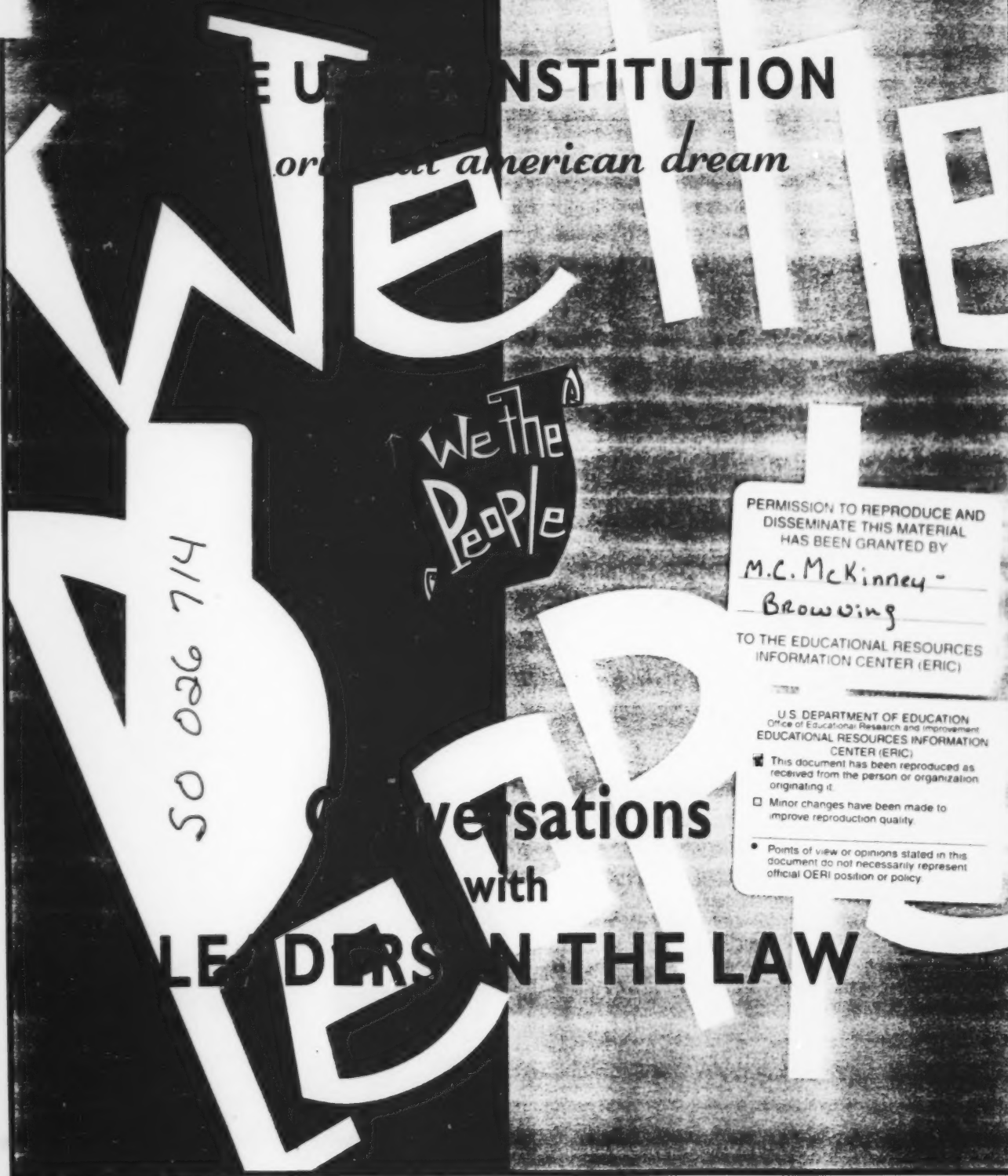
Designed to extend Law Day's impact, this program gives lawyers, judges, and other community leaders the opportunity to teach important lessons about the United States Constitution and the federal government. It is intended to stimulate opportunities for students to reflect on the country's constitutional heritage and gain appreciation for the value of an informed, active citizenry for a constitutional democracy. Through the Conversations program, prominent legal leaders are brought together with students in grades 6-12. The program encourages lively, informative exchanges between students and those vested to uphold the Constitution and protect the guarantees that the framers intended. The guide includes: a description of the program; tips on selecting conversation leaders; a description of formats for the conversations; tips on successful presentations; ideas on three conversation topics (voting rights, freedom of expression, amending the constitution); resources on the Constitution for several different grade levels; sample letters to get the program going; a sample press release; and a suggested sequence of steps to implement the program. (LH)

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May 1996

THE U.S. INSTITUTION

original american dream



SO 026 714

We The People

Conversations
with

LEADERS IN THE LAW

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Message From ABA President Roberta Ramo

Improving the constitutional literacy of our young people is one of the foremost challenges facing our nation. I hope this project serves as the first step in encouraging young people to discuss issues of law and justice, and the rights and responsibilities incumbent upon each of us as citizens. The success of our democracy depends upon the full and knowledgeable participation of all citizens. Your efforts to promote civic literacy among our nation's students can make a difference. I welcome your participation.

Roberta Cooper Ramo





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Dear Friends:

Below you'll find an introduction to an exciting new Law Day program—*Conversations with Leaders in the Law*. This program is designed to extend Law Day's impact and bring important information into the classroom. It would make a terrific culminating event to the "I'm the People" initiative of ABA President Roberta Ramo, which is bringing lessons about the Constitution into schools all over the country.

This package is designed to give you the tools you'll need to put on a memorable *Conversations* program in your community.

page 2	<i>description of the program, and how it ties in with this year's Law Day theme</i>
pages 3-4	<i>tips on selecting conversation leaders</i>
page 5	<i>description of formats for the conversations</i>
pages 6-9	<i>tips on successful presentations and ideas on three conversation topics</i>
pages 10-11	<i>resources on the Constitution for several different grade levels</i>
pages 12-14	<i>four sample letters to get the program going—one from bars to schools, one from schools to bars, one to conversation leaders, and one to parents; adapt to fit your needs</i>
page 16	<i>sample press release</i>
back cover	<i>suggested steps</i>

We'll do all we can to assist you to put on a top-notch program. Please call the Law Day office, 312-988-5733, with any questions.

Sincerely,

James A. Noe, Chair
Law Day Advisory Commission

BEST COPY AVAILABLE

Conversations With Leaders in The Law

April 30, 1996

Looking for a great way to link the classroom to the world of law? The ABA's new Law Day Conversations program gives lawyers, judges and other community leaders the opportunity to enrich the classroom ... and teach important lessons about our Constitution and system of government.

Scheduling the Conversations for April 30 not only avoids conflicts with other Law Day activities, but gives Law Day greater prominence and impact.

The Conversations Program

Through the Conversations program, prominent legal leaders are brought together with students in grades 6-12. At the national level, members of the U.S. Supreme Court, representatives of the executive branch, and members of the U.S. House and Senate judiciary committees will be invited to participate in on-site conversations with students in the capitol area. These conversations will also be connected via telephone, computer, or video conferencing with other classes that would otherwise not have access to a national leader.

At the state and local levels, the Conversations program will bring students together with mayors, governors, state and local legislators, and judges from all levels of state courts. This booklet invites you to participate in this exciting program, and gives you ideas on how these 30-45 minute sessions can enrich the schools in your community.

The Meaning of Law Day 1996: *The U.S. Constitution--the Original American Dream*

This year's theme, *The U. S. Constitution--The Original American Dream*, is an opportunity for Americans to reflect on our nation's rich constitutional heritage and appreciate the vital contributions an informed, active citizenry makes to our constitutional democracy.

The Constitution is the pinnacle of American law, the ultimate authority for our statutes and court decisions. Independent courts, established under the Constitution, protect all Americans by applying its precepts and invalidating unconstitutional actions.

The Constitution gives us both the means to govern ourselves and the flexibility to adapt to changing conditions. The United States has grown and prospered and preserved our freedoms in large part because of this blueprint for government written more than 200 years ago.

Whether you are a lawyer, a teacher, a student, a civic leader or a concerned citizen, the Conversations program can make this year's Law Day theme live for students.

Selecting Leaders in the Law

Conversations with Leaders in the Law provides an exciting chance to educate the public, especially young people, about how our unique system of law and justice is shaped by the U.S. Constitution -- and how the American dream of equality and opportunity for all, the original American dream, is carried out today.

These discussions allow for lively, informative exchanges between students and those vested to uphold the Constitution and protect the guarantees that the framers intended over 200 years ago.

State and local bar associations, lawyers' auxiliaries, and law-related education groups can all recommend lawyers, judges, and other leaders in the law who assure that the laws, rights, and procedures grounded in the U.S. Constitution are justly applied in everyday life.

Include other important leaders in the law from state or local institutions in your community to bring their perspectives to this on-going pursuit. Choose officials such as those listed on page 4, from the legislative, executive and judicial branches of local, state and federal government. Invite them for their critical perspectives either as a single guest or group that can be moderated by a bar leader.

Others to invite:

- presidents or representatives of minority bar associations
- general counsels of corporations in your area
- lawyer-members of civic organizations dealing with law-related issues in the community, such as the ACLU

Each leader will offer valuable insights to enhance the public's understanding of the benefits of our constitutional government and why each is necessary to make it work for all citizens regardless of race, religion, gender or economic circumstance.



Who to Invite

Legislative Branch -- Makers of the Law

<u>State</u>	<u>Local</u>	<u>Federal</u>
- members of your state legislatures, especially the chair of the judiciary committee of either house	- members of your municipal council or assembly	- Senators, Congressional representatives, or their staff

Executive Branch -- Enforcers of the Law

<u>State</u>	<u>Local</u>	<u>Federal</u>
- the chief executive officer of your state, your governor - the attorney general of your state, the "people's lawyer"	- the mayor of your city or manager of your town - the district or county attorney - the police commissioner or chief - the sheriff - the public defender	- U.S. Attorney - representatives of U.S. agencies

The Judicial Branch -- Interpreters of the Law

<u>State</u>	<u>Local</u>	<u>Federal</u>
- justices of the state supreme court and the intermediate court of appeals	- judges of lower courts of original or special jurisdiction	- district court judges, appellate court justices

Formals

In-Person Presentation

The easiest to arrange and most traditional format is a personal appearance at a school site. This could be a presentation and conversation at an assembly of students or with a single class. Students could also make a field trip to a courthouse or other site.

Advantages: *easy to set-up and low-cost*

Disadvantages: *requires coordinating schedules and travel*

Electronic

Electronic communication over the computer is easier than you might think. The various on-line services, such as America On-line and CompuServe, have forums or chat rooms that allow individuals to interact directly and immediately with each other via writing. If used with a classroom or assembly of students, one student or teacher can be designated to do the typing and the computer screen can be projected so all can see. Organizers should be aware that any subscriber to the on-line service can access the forum and so a large number of individuals not formally part of the conversation may participate.

Advantages: *allows the audience size to range from individual to large group*

Disadvantages: *requires access to on-line service or Internet*

Phone Conference

Another option is a telephone conference call. The speaker would make comments and answer questions over a speaker phone. A conference call is most effective as a classroom activity and probably should not be attempted with a larger audience. Even in a classroom, it might be necessary to use a microphone and amplifiers so all can hear.

Advantages: *easy to set-up and inexpensive*

Disadvantages: *communication is only verbal*

Video Conference

A growing number of communities have access to video conferencing capabilities through government offices and most major universities. To plan a video conference, contact the audio-visual office of a nearby university. Their staff can direct you to video-conferencing sites and help make arrangements. As video-conferencing sites tend to be busy, make contacts early to allow sufficient planning time. Presenters go to a studio that is linked electronically to another studio or a school building. Presenters and audience are able to see and hear each other. It is even possible to have several groups of students in different locations participate in the video conference.

Advantages: *permits visual and audio contact yet presenters and audience can be separated by a great distance*

Disadvantages: *can be expensive and require considerable planning*

How to Have a Successful Conversation

It is important that students and other participants in the conversations prepare adequately. Students should be aware of the topic(s) to be included so they can prepare by doing background readings and writing questions to ask the speaker(s).

Here are some tips for speakers being successful.

- a. One way to make a theoretical concept more engaging is to present it in the context of a current local issue or a situation relevant to the world of the school or classroom.
- b. Be relaxed and friendly so that you can gain the students' interest and get a positive reaction quickly.
- c. Encourage student participation. Avoid lecturing. Structure your presentation so that you involve students right away.
- d. Be yourself! Try to incorporate personal reflections.
- e. Be enthusiastic and lively, and use humor.
- f. Be certain that all perspectives on issues are brought out either by the students, yourself, or the teacher.
- g. Personalize the topic by mentioning things that happened to you and by asking students if they or their families have had personal experiences with the topic.

Discussion Topics

The U. S. Constitution and its Bill of Rights, the original American dream, has been the framework for our government for over 200 years. It defines, but is flexible enough to still meet the needs of a free people under law as they strive towards the American dream.

Your conversation about the U.S. Constitution could focus on one of the following topics. Use the information and discussion questions below as a starting point.

Voting Rights

The U.S. Constitution guarantees the right to vote, providing an opportunity for citizens to select leaders who will represent their interests in achieving the common good.

But who should vote? The answer to this question is obviously fundamental and it has changed. When the Constitution was ratified, the electorate included only white males who owned property. It has been extended to many others. Eight of the 17 amendments to the Constitution adopted since the Bill of Rights have involved voting rights. The Fifteenth Amendment (1870) stated that one's right to vote may not be denied on account of race, color or having been a slave; the Nineteenth (1920) extended the vote to women; the Twenty-fourth (1964) barred poll taxes in federal elections; and the Twenty-sixth (1971) extended the vote to eighteen-year-olds.

At one time, other restraints kept minorities from voting. Laws now bar poll tests, mandate bilingual assistance and prohibit the government from making policies that dilute the proportional representation of a racial or ethnic group. Many states have laws helping persons with disabilities, the homeless and others to vote.

Despite these efforts, many Americans disenfranchise themselves by not voting. The 1992 presidential election showed the highest voter turnout since 1972. Yet only 55 percent of Americans of voting age cast ballots. And only 38 percent voted in the 1994 congressional elections.

Discussion Questions

1. Should all eligible voters be required to vote?
2. Should homeless people be registered to vote?
3. In areas where the ethnic make-up of the population is rapidly shifting, how can fair proportional representation be maintained?
4. Should redistricting be based on total population or on registered voters?
5. Why don't more Americans vote?
6. What actions have been taken to encourage citizens to vote?

Freedom of Expression

The First Amendment guarantees several individual rights and simply states that Congress shall make no law "abridging the freedom of speech, or of the press". The Free Speech Clause is intended to remove governmental constraints from public discussion and diversity of opinion. The Supreme Court has interpreted "speech" to include such symbolic forms of expression as wearing buttons or armbands, as well as artwork and music. In *Texas v. Johnson*, 491 U.S. 397 (1989), the Supreme Court held that burning the flag was a protected form of symbolic political speech. Public school students have a protected right to express political and social views. In *Tinker v. Des Moines School District*, 393 U.S. 503 (1969), students were protected to wear armbands in protest of the Vietnam War.

Several states and municipalities have tried to limit offensive speech through "hate speech" laws, legal constraints on what people may communicate to one another in spoken words, in writing or through expressive conduct. In 1992 the Supreme Court found a St. Paul, Minnesota hate speech law unconstitutional because it only banned selected types of "fighting words." The Court defined "fighting words" in *Chaplinsky v. New Hampshire*, 315 U.S. 568 (1942), as those that "by their very utterance inflict injury or tend to incite an immediate breach of the peace."

The First Amendment also bars the government from establishing a religion and protects the free exercise of religion. The Supreme Court has often been called upon to reconcile the sometimes conflicting demands of the "free exercise" and "establishment" provisions of the First Amendment.

Discussion Questions

1. When is it constitutional to limit speech?
2. Are laws regulating "hate speech" (e.g., making racial slurs or ethnic jokes, displaying burning crosses or swastikas) unconstitutional? If so, on what grounds? How far can the government go in forcing people to be "nice"?
3. How would a constitutional amendment banning flag-burning or one allowing prayer in public schools affect the freedoms guaranteed in the Bill of Rights? Would such changes advance or inhibit a diversity of opinion?
4. Some school districts around the country have tried to control gang violence and other problems by imposing student dress codes. Are dress codes unconstitutional restrictions on free expression?

Amending the Constitution

The rules for amending the Constitution were made difficult to avoid capacious changes. Yet amending the Constitution has become a major means for adding protection of individual rights as a further fulfillment of the original American dream, the U.S. Constitution. Article V states that amendments can be proposed by a two-thirds majority vote in Congress or at a constitutional convention called by two-thirds of the states. Then three quarters of the states must approve the amendment for it to become part of the Constitution.

Twenty-seven amendments have been added to the Constitution, but more than 10,000 have been proposed. The first ten amendments, known as the Bill of Rights, were ratified in 1791, and the most recent amendment, Twenty-seven, which regulates congressional pay adjustments, was ratified in 1992. The Equal Rights Amendment, passed by Congress in 1972, fell only three states short of being ratified in 1982. More than 120 amendments are currently proposed, several of which would fundamentally alter our government.

Discussion Questions

1. What is the purpose of amending the Constitution and when is it appropriate?
2. In the last several years, amendments permitting prayer in public schools, requiring a balanced federal budget, limiting terms of members of Congress and banning flag burning have been advocated. Why might citizens support and oppose each of these amendments? What impact might they have on government and/or on rights guaranteed in other parts of the Constitution?
3. Is the amendment process too cumbersome and lengthy, or not difficult enough?

Resources for Teachers

PRIMARY GRADES

Fritz, Jean. *Shhh! We're Signing the Constitution, Ill.* by Tomie dePaola. Putnam, 1987. Using a personal style, Fritz introduces the men who wrote the Constitution and the times in which they lived.

Fritz, Jean. *What's the Big Idea, Ben Franklin? Ill.* by Margot Tomes, Coward, 1976.

Levy, Elizabeth. *If You Were There When They Signed the Constitution.* Scholastic, 1987. The signers of the Constitution answer questions a child might pose.

INTERMEDIATE GRADES

Corbin, Carole Lynn. *The Right to Vote.* Watts, 1985. A clear, concise overview of democracy's most important component, this history has special sections on blacks, women and those under 21.

DePauw, Linda Grant. *Founding Mothers: Women in America in the Revolutionary Era.* Houghton, Mifflin, 1975.

Lawson, Don. *The Changing Face of the Constitution.* Watts, 1979. Amendments and Supreme Court decisions have been needed to guarantee rights not stated in the original document.

HIGH SCHOOL/ADULT

Alderman, Ellen and Kennedy, Caroline. *In Our Defense: The Bill of Rights in Action.* Morrow, 1991. Defense of the Bill of Rights, published on its 200th anniversary.

Altschiller, Donald (ed.). *Affirmative Action,* Wilson, 1991. Collection of essays on many aspects of the topic.

Anastaplo, George. *The Amendments to the Constitution.* Johns Hopkins, 1995. Commentary on the amendments.

Bachmann, Steven. *The U.S. Constitution for Beginners.* Writers and Readers, 1987. Very simple book, illustrated.

Bartholomew, Paul and Menez, Joseph. *Summaries of the Great Cases of the Constitution.* Littlefield, Adams, 1990. Recent edition of a classic compilation of cases.

Hall, Kermit L. (ed.). *By and for the People.* Harlan Davidson, 1991. Short, non-technical essays, right by right, for high school and college teachers.

Irons, Peter. *The Courage of Their Convictions.* Free Press, 1988. A moving account of some of the individuals who struggled to secure the full meaning of the rights we enjoy today through cases that set Supreme Court precedents.

Kammen, Michael. *A Machine That Would Go of Itself: The Constitution in American Culture.* Vintage, 1986. Kammen investigates the meaning of the Constitution on practical and symbolic levels. The Constitution emerges from his analysis as a document of strength and flexibility that mirrors the changes in society's values and beliefs.

Lieberman, Jethro. *The Evolving Constitution.* Random House, 1992. Important decisions, grouped by topic.

Nelson, William E. *The Fourteenth Amendment.* Harvard, 1988. Examines goals of those who wrote the amendment and Supreme Court interpretations.

Padover, Saul K. *The Living U.S. Constitution.* Third edition, revised. Meridian, 1995. Recent edition of a classic.

Smith, Page. *The Constitution: A Documentary and Narrative History.* Morrow, 1978. An excellent compendium of documents and explanations on the origins and evolution of the Constitution.



SAMPLE LETTER A
from bars to schools

Dear (School Contact's Name):

The annual observance of Law Day on May 1st provides an opportunity to expand public awareness of our laws and justice system and their valuable impact on our lives. This year's theme, *The U.S. Constitution: the Original American Dream*, underscores how our system of law and justice helps to make the "American dream" possible.

To supplement your plans for Law Day 1996, I invite you to participate in an exemplary model program -- *Conversations with Leaders in the Law* -- which is being implemented in schools across the nation on April 30, 1996.

Conversations with Leaders in the Law features interactive educational discussions between prominent legal leaders and students in grades 6-12 across the nation. We are assembling a roster of legal leaders -- including state supreme court justices, members of the state general assembly and prominent attorneys -- who will be available to discuss the importance of the Constitution with your students, and how our national charter protects our hopes and dreams.

In keeping with this year's Law Day theme, the conversations will focus on current constitutional issues. Topics might include separation of powers, how the amendment process can be used to effect change, and how the Equal Protection Clause and other amendments have helped to support individual quests for the American dream. Part of the 30-45 minute sessions should consist of a structured discussion of these topics. The remaining time will be spent on an informal question-and-answer period between the students and the conversation leaders.

We invite you to work in partnership with our bar association on implementation of the *Conversations with Leaders in the Law* program in your school. If you would like to further explore the possibility of bringing this program to your classroom, please call (name of bar contact) at the bar association office at (area code and telephone number). We look forward to hearing from you and to working with you on this important educational activity.

Sincerely,

(Bar contact's name)

SAMPLE LETTER B
from schools to bars

Dear (Bar Contact's Name):

We recently received information about the *Conversations with Leaders in the Law* program through the national Law-Related Education (LRE) network and are enthusiastic about implementing the program in our school this year in conjunction with Law Day. To supplement your plans for Law Day 1996, we invite you to participate in this exemplary model program which is being implemented in schools across the nation on April 30, 1996

As you may know, the celebration of Law Day on May 1 each year provides the legal profession with an important opportunity to reach out to young people and share our joint constitutional treasure. This year's theme, *The U.S. Constitution: the Original American Dream*, underscores how our system of law and justice helps to make the "American dream" possible.

Conversations with Leaders in the Law features interactive educational discussions between prominent legal leaders and students in grades 6-12 across the nation. We are seeking a group of legal leaders -- including state supreme court justices, members of the state general assembly and prominent attorneys -- who will be available to discuss the importance of the Constitution with our students, and how our students' hopes and dreams might be achieved by the protections provided by our national charter.

In keeping with this year's Law Day theme, the conversations will focus on current constitutional issues. Topics might include separation of powers, how the amendment process can be used to effect change, and how the Equal Protection Clause and other amendments have helped to support individual quests for the American dream. Part of the 30-45 minute sessions should consist of a structured discussion of these topics. The remaining time will be spent on an informal question-and-answer period between discussion leaders and the students.

We invite you to work in partnership with our school to put on the *Conversations with Leaders in the Law* program. If you would like to further discuss this opportunity, please call (name of school contact) at the school office at (area code and telephone number). We look forward to hearing from you and to working with you on this important educational activity.

Sincerely,

(School Contact)

SAMPLE LETTER C
Invitation to legal leaders

Dear (Legal Leader's Name):

As you may know, the celebration of Law Day on May 1 each year provides the legal profession with an important opportunity to reach out to young people and share our joint constitutional treasure. This year's theme, *The U.S. Constitution: the Original American Dream*, underscores how our system of law and justice helps to make the "American dream" possible.

In observance of Law Day 1996, the (name of your group) would be honored to have you participate in our program entitled *Conversations with Leaders in the Law*, which features interactive educational discussions between prominent legal leaders and students in grades 6-12 in the (name of school system). We are inviting you and other prominent legal leaders including members of the state's executive, judicial and legislative branches to hold conversations with area students on April 30th.

In keeping with this year's Law Day theme, the conversations will focus on current constitutional issues. Topics might include separation of powers, how the amendment process can be used to effect change, and how the Equal Protection Clause and other amendments have helped to support individual quests for the American dream. Part of the 30-45 minute sessions should consist of a structured discussion of these topics. The remaining time will be spent on an informal question-and-answer period between you and the students.

To assist you with your preparation for the conversations, we can provide a program implementation guide for your reference. Included are items such as sample discussion questions and background briefings on the several issues which may be addressed.

We will call your office in the next few days to explore your participation in this important program. In the interim, if you have any questions, please contact (Group Contact's Name) at (Area Code and Telephone Number).

Thank you for your consideration of this request.

Sincerely,

(Group Contact's Name)

SAMPLE LETTER D
from schools to parents

Dear Parents:

The annual observance of Law Day on May 1st provides an opportunity to expand public awareness of our laws and justice system and their valuable impact on our lives. This year's theme, *The U.S. Constitution: the Original American Dream*, underscores how our system of law and justice helps to make the "American dream" possible.

I am writing to inform you that in observance of Law Day 1996, your child will be participating in an exemplary model program -- *Conversations with Leaders in the Law* -- which is being implemented in schools across the nation on April 30, 1996.

Conversations with Leaders in the Law features interactive educational discussions between prominent legal leaders and students in grades 6-12 across the nation. Leaders from the legal community -- including state supreme court justices, members of the state general assembly and prominent attorneys -- will visit our classrooms to discuss the importance of the Constitution with your children and how our national charter protects our hopes and dreams.

In keeping with this year's Law Day theme, the conversations will focus on current constitutional issues. Topics might include separation of powers, how the amendment process can be used to effect change, and how the Equal Protection Clause and other amendments have helped to support individual quests for the American dream. Part of the 30-45 minute sessions should consist of a structured discussion of these topics. The remaining time will be spent on an informal question-and-answer period between the students and the conversation leaders.

We hope that you will support the implementation of this important educational program in our school. If you have any questions, please call (name of school contact) at the school office at (area code and telephone number).

Sincerely,

(School Contact)

Sample Press Advisory

(Today's Date)
For Immediate Release

Contact: (Name)
Phone: (Number)

(Your Organization) to Hold (Name of Event)
(Time), (Date), (Place)

(City, date) - This year's Law Day theme, *The U.S. Constitution: The Original American Dream*, is an opportunity for Americans to reflect on our nation's rich constitutional heritage and appreciate the vital contributions an informed, active citizenry makes to our constitutional democracy. To help young people to understand the role of the Constitution and the rights and responsibilities of citizenship, the (your group's name) is sponsoring an educational program for area students, entitled *Conversations with Leaders in the Law*.

The *Conversations with Leaders in the Law* program features interactive educational discussions between prominent legal leaders and students in grades 6-12 at (name of schools or school systems). (Names and titles of conversation leaders) will engage in on-site (or telephonic or teleconference) conversations with (number of) students at (time) and (place).

In keeping with this year's Law Day theme, the conversations will focus on current constitutional issues. Topics will include (list as appropriate: separation of powers, how the amendment process can be used to effect change, and how the Equal Protection Clause and other amendments have helped to support individual quests for the American Dream.) Part of the 30-45 minute sessions will consist of a structured discussion of these topics. The remaining time will be spent on an informal question-and-answer period between the students and the conversation leaders (or other description of your program).

An annual nationwide event, as designated by the U. S. Congress in 1961, Law Day's purpose is to raise public awareness of American law and justice and their valuable impact on our lives. Bar associations, civic groups, government officials and educators all over America participate in Law Day activities on or around May 1 every year. The *Conversation with Leaders in the Law* program will be conducted at sites across the nation.

For more information or press credentials, please contact (name and phone number).

Conversations with Leaders in the Law

Sequence of Steps

Step One

- Establish planning committee for *Conversation with Leaders in the Law* program or assign implementation responsibilities to ongoing Law Day or Law-Related Education group.
- Set goals for project including number of conversations to be conducted; select a date for the next group meeting.
- Develop target list of schools and conversation leaders.
- Assign responsibility for drafting and sending correspondence and conducting follow-up.

Step Two

- Send letters of invitation to bars, schools and conversation leaders.
- Begin developing publicity plan.
- Reserve space at sites if necessary.

Step Three

- Telephone schools and then conversation leaders to confirm attendance in conversations program.
- Match schools with leaders (in their local area where possible).

Step Four

- Send letters of confirmation and program planning guides to schools and leaders. (Add logistical information for leaders.)
- Hold meeting of planning group to review project status; set date for next meeting.
- Confirm arrangements for off-site locations, if needed.

Step Five: Two Weeks Before Law Day

- Develop and send press advisory.
- Send notice to parents about program.

Step Six: One Week Before Law Day

- Teachers hold preparatory sessions with students.
- Conversation leaders finalize comments, discussion questions and talk with teachers about the program.
- Press release is developed and disseminated.

Step Seven: On or Around April 30

- *Conversations with Leaders in the Law* programs are held.
- Calls are made to remind the media on the day of the program(s).

Step Eight: One Week or More After Law Day

- Send thank-you letters to those who participated in the program.

Step Nine: Two Weeks or More After Law Day

- Final meeting of planning committee to review project success.

Law Day Advisory Commission
Division for Public Education

